



## **Dolzarb Issues Of Preschool And Primary Education: Problems, Solutions And Development Prospects.**

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**Abstract:** This article discusses issues of continuity between preschool and primary education. Based on the analysis of scientific literature, the authors highlighted the stages of development of the problem of continuity between preschool and primary education and the main approaches to solving it.

**Keywords:** continuity; preschool education; primary education; educational content; forms of teaching, polysemantic, modern education.

Ensuring the continuity of the educational process is one of the important tasks of a modern education system. Implementation of the principle of continuity, which allows for more effective implementation of the educational process through interconnected and consistent development of educational content, forms and methods, is a necessary condition of continuous education. The analysis of scientific literature shows continuity. It is defined as a polysemantic and diverse concept, which is considered in different aspects: philosophical, psychological, pedagogical and methodological. In this regard, the essence of this concept is being actively studied. In modern psychological and pedagogic science, continuity is defined as the connection between all levels of education, the establishment of connections between learned things. The process of implementing the principle of continuity within the methodological aspect is related to the improvement of the methodical system of teaching. The history of pedagogical and psychological education, providing such a structure of the science course at different levels of education, in which the content of the material, the order of its placement, the orderly application of the methods and



forms of the teacher's work, constant new and previously learned relations between them form a single system. The analysis of scientific literature allows to identify 5 main stages in the development of the problem of continuity of preschool and primary education. Stage 1 (80-90s of the 19th century - the beginning of the 20th century). At this stage, the idea of continuity is a prerequisite for effective learning. Thus, V.A. Sukhomlinsky expresses the opinion that a drastic change should not be made in the school children's life: after becoming a student, the child should have the opportunity to study children's activities. New things in his life should appear gradually and not overwhelm him with an avalanche of impressions. The founder of preschool education in Russia A.S. Simonovich emphasizes that education in kindergarten is of great importance for the individual development of the child and mainly for entering school. He thinks that a necessary condition for effective education is the continuity of the child's personality development in the process of education. In this regard, A.S. Simonovich recommends organizing primary classes for children aged 6-7, where education provides a gradual transition from kindergarten to school. In such lessons, the child gets acquainted with the alphabet, writing and counting - skills necessary for this schools. At the same time, the teacher emphasizes that learning should not start immediately, but gradually, because in such conditions the child's desire will not be suppressed. study; he continues to play and at the same time gradually begins to learn. Thus, in pre-revolutionary local pedagogy and methodology, continuity is considered as a gradual complication of the content of training stage 2 (20-40s of the XX century). This stage coincides with the emergence and development of Soviet pedagogy. Issues of continuity of preschool education and primary education are reflected in the works of L.E. Raskin, Sh.I. Ganelina, E.Ya. Golanta, P.N. Gruzdeva, E.I. Tikheyeva and others. During this period, some scientists (K.N. Wentzel) expressed the opinion that kindergarten should not be considered as preparation for school. In their opinion, a child should be given the opportunity to live in the fullness of life's demands and specific tasks during the preschool period. and aspirations. In the works of other scientists (S.I. Ganelin, E.Ya.



Golant, L.E. Raskin) it is considered as continuity between kindergarten and school. school readiness of preschool children. In this regard, scientists are working out the psychological characteristics of the future first-grader and determine the following criteria for school readiness: child: desire to learn; sense of responsibility; seriousness and independence; existence of a stock of knowledge about the surrounding reality; more or less developed coherent speech and the ability to use speech "Pedagogy and psychology" as a means of communication and thinking; constant attention; understanding the symbolic image and the ability to use it in the educational process of reading, writing and arithmetic. However, teachers say that at the beginning of school education, all these qualities are unstable and they should be formed only at the end of primary school. Sh.I. Ganelin, E.Ya. Golant, L.E. Raskin emphasizes the importance of the unity of methods and methods of teaching in kindergarten and school and recommends the organization of the process of teaching literacy, the method of teaching reading and writing, as well as the forms of educational activities for children. develops. According to E.I. Tikheeva, the unity and continuity of the school and the kindergarten will increase the level of their pedagogical achievements. He believes that the kindergarten should cultivate the necessary qualities in the child, such as an inquisitive mind; interest in knowledge, attention, observation, memory and imagination. In your turn, the school should use the educational achievements of the work of the kindergarten, its ways of living and making life and study meaningful for small school students. The scientist also emphasizes the need to observe the unity of teaching forms and methods in the kindergarten preparatory group and recommends the active use of games and play exercises in the first grade of primary school and in the educational process. It should be noted that this stage is also associated with the emergence of local psychology, the development of the theory of development, the author of which was L.S. Vygotsky. The scientist gives a scientific basis for an idea, according to which "The doctrine that goes ahead is good development". In this regard, he introduces the concept of "nearest zone" development". L.S. According to Vygotsky, the process of



creating such a zone is ongoing. Learning implies the development of the child's personality. It is also necessary to emphasize the importance of the scientist's theoretical generalizations related to the laws of mental development in ontogenesis. It represents the idea of a holistic system of functions (perception, memory, thinking, speech). Thus, in the second stage, issues of continuity are considered mainly within the framework of pedagogical and methodological aspects. At the same time, it should be noted that in this period the necessary conditions for the psychological justification of the problem of continuity are shown. Stage 3 (50-60s of XX century). In this period, the problem of unity between kindergarten and primary school was reflected in the works of scientist-teachers I.A. Kairova, N.K. Goncharova, B.P. Esipova, N.I. Boldireva, T.A. Ilyina and others. Thus, I.A. Kairov and N.K. Goncharov believes that the main pedagogical requirement for the implementation of the principle of continuity is that the content of education corresponds to the level of preparation and development of students at each stage of education. According to scientists, the successful acquisition of knowledge, skills and abilities depends on how the previous training and development level of students and their age characteristics are taken into account in the learning process. The position of N.I. is undoubtedly of interest. Boldyрева, B.P. Esipova, T.A. Ilyina. They say that teachers of preparatory groups for kindergarten should know the content of the first grade program of kindergarten and primary teachers classes - the program of upbringing and education of preschool educational institutions. According to scientists, the following psychological characteristics of future first-graders should be taken into account when choosing teaching methods and forms: their level of physical and mental development, memory, attention, imagination, development of ideas, level of knowledge . develop feelings and emotions. In the 1960s, continuity was seen primarily in terms of solving the problem of preparing children for school. During this period, it is recommended to organize educational groups in each preschool educational institution. Strictly regulated forms of "school-type" education are assigned to the school: classes are held at a table for two people; answers with a raised hand, etc. According to scientists



and teachers, this approach to the implementation of the principle of continuity leads to the loss of the amateur. children's games, dialogic communication, reduction of cognitive activity and children's initiative. In this regard, primary school teachers advocate against the teaching of special literacy in kindergarten, which is also becoming widespread in preschool educational institutions. In the 1960s, continuity was seen primarily in terms of solving the problem of preparing children for school. During this period, it is recommended to organize educational groups in each preschool educational institution. Strictly regulated forms of "school-type" education are assigned to the school: classes are held at a table for two people; answers with a raised hand, etc. According to scientists and teachers, this approach to the implementation of the principle of continuity leads to the loss of the amateur. In this regard, primary school teachers advocate against the teaching of special literacy in kindergarten, which is also becoming widespread in preschool educational institutions. The issues of integration between preschool education and primary education are also considered in the researches of A.V. 4th stage (70-80s of XX century). During this period, the issues of continuity of education of children of preschool and primary school age were further developed in the works of D.B. Elkonin and V.V. Davydova. Scholars consider continuity in terms of changes in leadership activity. 5th stage (90s of the 20th century - the beginning of the 21st century). At the present stage, the continuity between preschool and primary levels is considered one of the conditions for continuous education. In the research of psychologists, the problem of preschool children's readiness to study at school is more developed.

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